DOCUMENT RESUME

ED 062 687 EA 004 120

AUTHOR Raichle, Henry F.
TITLE An Evaluation Report on the Modular Schedule of Northeast High School, St. Petersburg, Florida.
PUB DATE 29 Jan 72
NOTE 22p.; Paper presented at Florida Educational Research Association Conference. (Ft. Lauderdale, Florida, January 29, 1972)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Academic Achievement; Educational Status Comparison; Flexible Schedules; Individualized Instruction; Open Education; Program Costs; *Program Evaluation; *Schedule Modules; Self Actualization; *Senior High Schools; *Student Attitudes; *Teacher Attitudes

ABSTRACT

The education program of Northeast High School is based on the philosophy that education should be an experience in which students control some of their own learning experiences and learn how to handle them. This report describes modular scheduling, student achievement, and student and teacher attitudes toward modular scheduling. In a survey of attitudes, 95 percent of the students and 85 percent of the teachers preferred the modular over the traditional schedule. Also discussed are program costs, grade distribution, placement tests, dropout and attendance comparisons, class skipping, the open campus, the lunch program, and student use of unscheduled time and the media and resource centers. (MLF)

ED 062 687

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AN EVALUATION REPORT ON THE MODULAR SCHEDULE OF NORTHEAST HIGH SCHOOL, ST. PETERSBURG, FLORIDA

Henry F. Raichle
Research and Development Department
Pinellas County Schools
Clearwater, Florida

EA 004 120

A paper presented at the Florida Educational Research Association Conference, January 29, 1972, in Ft. Lauderdale, Florida.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
STUDENT ACHIEVEMENT	5
STUDENT ATTITUDES	7
TEACHER ATTITUDES	10
PROGRAM COSTS	12
OTHER FACTORS	13

Grade Distribution
Florida 12th Grade Placement
Drop-out Comparison
Daily Attendance Comparison
Skipping of Classes
Open Campus
Lunch Program
Use of Unscheduled Time
Use of Media Center and Resource Areas
Parent Advisory Committee

SUMMARY AND RECOMMENDATIONS	17
APPENDIX	
A. "NORTHEAST: IT'S A COOL SCHOOL"	19

INTRODUCTION

Northeast High School is a three-year coeducational senior high school situated in a suburban section of St. Petersburg. The students, 2,035, for the most part are from the middle and upper middle socioeconomic strata. Academically, tests indicate that their abilities range from the lower quarter to the 99th percentile.

The faculty is composed of 99 classroom teachers, 56 men and 43 women, 4 guidance counselors, a dean of boys, a dean of girls, a registrar, a curriculum associate, an assistant principal and principal.

Northeast High has been operating on a complete school-wide modular schedule for the past two and one-half school years. The schedule was developed by the faculty, the Research and Development staff and the University of Florida's Computing Center. The day is composed of 20 twenty-minute modules beginning at 8:00 a.m. and ending at 2:40 p.m., with a 15-minute home room period prior to beginning classes.

The students and faculty are unscheduled about one-third of the time. During the unscheduled time, students may choose to go to the media center, to any one of six resource centers, meet individually with teachers, discussion commons, or may leave the campus (open-campus).

The school has 6 large group rooms, 50 regular size classrooms, and 20 small group rooms. The small group rooms were constructed by dividing

a regular size classroom with a partition. The auditorium is scheduled for some large groups. The facility also includes a 10,000 square foot media center and 6 other resource centers for Language Arts, Social Studies, Science-Math Technology, Business Education, Foreign Language, and Driver Training.

Team teaching is used in Language Arts, Social Studies, Math, Science, Foreign Language and most nonacademic subjects. Large group sizes range from 50 to 180 students. Generally, the large groups are teacher-oriented and are usually no longer than 40 minutes.

A second mode of instruction is the regular size grouping which is teacher-student oriented and ranges from 20 to 40 in size. This mode of instruction usually consists of laboratory experiences and traditional classroom activities.

The third mode of learning takes place in small groups, with an average group size of 16. These groups are student-oriented in which students are engaged in seminar-type activities. These 3 sizes of groupings operate within the 20 modules, each subject having a variety of number of mods.

Much of the merit of this program lies in the unscheduled time during which students may study independently, schedule teachers or guidance counselors for a one-to-one personal conference, and work on individual interests in open-laboratories or resource centers. This unscheduled time allows each student the flexibility to self-schedule approximately one-third of his time.

Each major discipline has a resource center. These centers are staffed by teachers and paraprofessionals. Students can study in the resource centers individually or in groups. In these centers students can work on assignments and receive help directly from a staff member of that department. One favorable result of the resource centers is that a student may receive assistance from a teacher in that discipline regardless of whether or not that student has a class with the teacher. Almost all departments are team planned and they know what kinds of experiences are going on within their team.

Another place a student can go during his unstructured time is the media center. It is basically a place to do research, read magazines and books, listen to music, view enrichment films or, through the carrel system, become absorbed in his own quiet spot. Students may also hear a recorded lecture they have missed or wish to review.

There is also a discussion commons. This is another option for the student to choose during his unstructured time. He can sit down and talk with friends.

A desirable feature of the unscheduled time is the open-lab. Students may use this activity to continue laboratory experiments or work on individual projects. However, due to the heavy schedule of classes in these areas, these opportunities are limited.

A student may go to the guidance office. Traditionally scheduled

schools have difficulty in arranging appointments with individual students as they must schedule them during regular class, interrupting the students and teachers. Guidance people have more time to counsel with students.

The philosophy that forms the basis for Northeast High School's educational program is that education can be an experience in which students take control of some of their own learning experiences and learn how to handle them. Education doesn't have to be something they dread, but it isn't all fun and games either.

This departure from a traditional high school program has allowed students at Northeast High School more opportunities to make decisions about their own educational experiences and allows teachers more flexibility in planning and using different approaches to instruction.

The following report reflects the results of this program to date.

ACADEMIC ACHIEVEMENT

During February and March, 1971, the Stanford Achievement Test: High School Battery, was administered to a sample of 11th grade students drawn from Northeast High School and two other Pinellas County High Schools (Boca Ciega and Clearwater) as part of a senior high school assessment project. From this project it was determined that Northeast High School students did not achieve significantly greater or less than students at the other two Pinellas County High Schools. These students were representative of students that have been in Pinellas County schools for the entire period of their secondary schooling.

The purpose of this testing was to determine how students who have taken their secondary schooling in Pinellas County schools rank with respect to national norms and to each other in the areas of English, numerical competence, algebra I - geometry, reading, science, social studies, and spelling.

Results of the tests indicated that in the areas of English, numerical competence, social studies, and spelling, Pinellas County students were at the level of national norms. No significant differences at the 95 percent level of confidence were found among the three Pinellas County high schools.

In the areas of algebra I-geometry and science, Pinellas students tested significantly above national norm levels. This result was consistently high in all three high schools with no significant differences (among schools) at the 95 percent level of confidence.

In the area of reading the Pinellas County sample tested significantly below the national norm. No significant differences were found among the schools at the 95% level of confidence. The Research and Development Department will continue a longitudinal study of academic achievement at Northeast High as well as monitoring the program's effectiveness on other desirable outcomes.

STUDENT ATTITUDES

A survey of student attitudes toward modular scheduling was given in May, 1971. This was the third survey of student attitudes taken during the two years of modular scheduling at Northeast High. The two previous surveys were given in October, 1969 and May, 1970.

The general attitude of students, as indicated by these series of questionnaires, has shown increasing acceptance to almost total (95%) preference of the modular over the traditional schedule. The student responses indicate a steady growth in the application of the basic principles upon which modular scheduling is based -- to facilitate individualized learning. For example, responses to questions 3, 4, 5, 9 and 13 indicate that students feel very positive about the environmental conditions for learning under the modular schedule. Over 80% of the students felt that they had more individual contact with teachers as a result of modular scheduling. A significant majority (84%) also feel that open campus has helped develop responsibility. Almost all students (96%) felt that they had more opportunity to complete their homework and study during school hours.

Two student comments of note included:

"I have less tension than I've ever had going to school. I find school very interesting and for the first time in a long time I really enjoy going to school."

"Open campus has really done things for the students. It helps to get things off your mind, when you can just take a walk and think things over."

The following tabulation is a summary of the response of each question on the Student Survey of May, 1971. Detailed breakdowns of responses by grade level are available from the Research and Development Department.

NORTHEAST MODULAR SCHEDULE STUDENT SURVEY

SUMMARY OF ALL RESPONSES

1623 Responses

Below please mark the choice best describing your opinion:
1.) = modular schedule; 2.) = no difference; 3.) = traditional schedule

			Response Shown as % of Total		
			1	2	3
3.	I make better use of my study time in the	3.	86	10	4
4.	I have a better opportunity to learn at my own rate of speed under the	4.	87	10	3
5.	I develop more responsibility and self-discipline in the	5.	85	11	3
6.	I find school more interesting with the	6.	93	5	2
7.	I have less tension and anxiety in the	7.	74	19	7
8.	My attitude to "school in general" is better with the	8.	83	14	3
9.	I have more opportunity to use the library facilities in the	9.	84	14	1
10.	I check out more library reference materials in the	10.	36	57	7
11.	My choice of course offerings is greater with the	11.	72	26	2
12.	I have more opportunity to complete my homework and study during school hours in the	12.	96	3	1
13.	I have more individual contact with my teachers in the	13.	82	13	4

(THESE STATEMENTS REQUIRE THAT YOU SELECT FROM THESE THREE CHOICES)

1.) = yes; 2.) = no difference; 3.) = no

14.	Open campus has helped me develop more responsibility	14.	84	14	2
15.	I have adequate opportunity to discuss my goals and academic problems with the guidance department	15.	66	25	9
16.	My attention to a lecture or discussion is greater in a 40 minute class than in a 55 minute one	16.	87	12	1
17.	I learn more effectively with variations of class size and time	17.	82	14	4
18.	The present lunch schedule is better than the one I've had in previous years	18.	78	16	6
19.	I have sufficient unscheduled time	19.	83	3	14
20.	I prefer to choose between a la carte and class "A" lunches	20.	76	19	5
21.	I have adequate opportunity to participate in small group discussion	21.	88	10	2
22.	I prefer the modular schedule over the traditional one	22.	95	2	2

If you care to offer additional comments
please use a separate sheet of paper

THANK YOU FOR YOUR TIME

4/71

TEACHER ATTITUDES

As teachers have worked with this totally new program over the two year period there have been marked changes in their personal feelings for the program and its effects on students. A series of three surveys given over the two years indicate teachers at Northeast High generally feel that their environment for teaching has improved significantly under modular scheduling.

Most teachers surveyed (85%) favored teaching under modular scheduling with a majority (66%) stating that they significantly favored teaching under the modular schedule. Teachers also indicated that some of the basic principles upon which modular scheduling is based are operating successfully. The increased opportunities for teachers to work individually with students (question 5) is a strong indicator of the opportunities inherent in the modular schedule to facilitate learning.

Teachers are not as strong in their opinion as students are relating to how well students are assuming more responsibility for their own behavior and education (questions 2 and 8). Two-thirds of the teachers, however, feel that modular scheduling does influence these areas more favorably than traditional scheduling.

The following is a summary of the April 1971 teacher survey.

NORTHEAST MODULAR SCHEDULE TEACHER SURVEY

SUMMARY OF RESPONSES

Using the scale provided, rate each item from 1 to 5:
1) Significantly more on modular scheduling; 2) Somewhat more on modular scheduling; 3) No difference; 4) Somewhat more on traditional scheduling; 5) Significantly more on traditional scheduling.

96 Responses

Response Shown as % of Total

			1	2	3	4	5	No Response
1.	I feel that I am able to help students learn my subject.	1.	41	36	10	8	4	1
2.	Student behavior in class is better.	2.	39	23	31	2	1	4
3.	There is opportunity to exchange ideas with colleagues.	3.	40	33	21	4	1	1
4.	Student general attitude is favorable toward school and teachers.	4.	33	48	13	4	2	0
5.	There is opportunity to work individually with students.	5.	66	23	5	2	1	3
6.	There is opportunity to use more effective methods and techniques.	6.	45	29	20	3	2	1
7.	There is opportunity to use media more effectively	7.	27	42	23	6	0	20
8.	Students assume responsibility	8.	18	42	28	9	3	0
9.	Teachers are really able to communicate with students.	9.	27	39	24	2	2	6
10.	All things considered, I favor teaching.	10.	66	19	4	4	2	5

PROGRAM COSTS

The tabulation below compares the operating expenditures of three Pinellas County senior high schools during the 1969-70 school year. The 1969-70 expenditures do not include computer time provided by the University of Florida's Computing Center whose services were provided gratis during the research and development phase. Expenditures do include approximately 1,000 manhours of the Research and Development staff time in developing the master schedule, redesign of the physical facilities and staff development. It is estimated that the 1970-71 expenditure per pupil at Northeast High will be slightly higher than for Clearwater and Boca Ciega High Schools due to additional computer services costs of approximately $2.00 per pupil.

Operational Costs at
Three Pinellas County High Schools
1969-70

High Schools	Total Expenditures	Number of Pupils	Cost per Pupil
Clearwater	$1,273,134	2,118	$601
Boca Ciega	1,152,797	1,998	577
Northeast	1,173,657	1,966	597

OTHER FACTORS

In March, 1971, the Northeast High School staff prepared a report on factors related to student outcomes of their educational program. The following tabulations are extracted from this report.

Grade Distribution

Spanning four school administrations, the grade distribution has remained fairly stable, with a definite trend upward apparent this year.

All Subjects - First Semester (Percentages)

Year	A	B	C	D	F
64-65	8.1	25.1	36.5	18.0	8.3
65-66	9.4	25.4	36.0	21.5	6.4
66-67	8.9	26.1	35.3	20.4	7.9
67-68	(not available first semester)				
68-69	(not available first semester)				
69-70	10.0	24.0	31.0	20.0	11.0
70-71	11.0	29.0	32.0	19.0	6.0

Florida Twelfth Grade Placement Tests

The class of 1971 represents the first senior group to reflect modular scheduling since they were tested in September of this year. An obvious decrease in the number scoring below 100 and an increase in those scoring above 250 is encouraging. Ninety-one percent of the senior class takes this test.

Class	% above 250	% above 300	% below 100
1967	62.0	51.0	8.0
1968	60.0	48.0	8.0
1969	61.0	46.0	8.0
1970	56.1	44.2	14.0
1971	57.0	44.0	10.0
1972	63.0	50.0	7.0

Drop-out Comparison

The principal and staff feel that the Modular Schedule does not, as yet, appear to have an increased holding power for students. If anything it tends to identify the drop-out a little more quickly. Curriculum changes, with the addition of courses designed to meet the needs of the non-college bound have been added and more of those courses are still a high priority need.

Daily Attendance Comparison

ADA for the two and one-half years on modular scheduling has been consistent with that reported for previous years with no more than a 1% variance from month to month.

Skipping of Classes

A detailed study by the deans this year confirmed the fact that there is no more extensive classroom skipping than under a traditional schedule. Actually, the problem is now limited to a smaller percentage of the student body. The fact that other types of behavior problems, such as class disruption, smoking in restrooms, etc., are almost non-existent seemed to make the skipping appear more of a problem than the facts substantiate.

Open Campus

The staff feels that an open campus is a necessary element for the success of a modular schedule. Many of the problems of last year are not present with an open campus. Smoking in the building, vandalism, and hallway congestion are not evident this year. There has been no marked increase in class tardies as might be expected. Our community has apparently accepted the open campus.

All indications point to the fact that an overwhelming majority of the students are accepting the responsibilities placed on them. The attitude of students toward teachers and school in general is positive. They appear to be proud of their school program and are quick to respond to requests for improvement in areas of concern to the administration.

Lunch Program

The modular scheduling has allowed a unique lunch (and breakfast) schedule. Unlike other food service programs in the county's senior high schools the varying blocks of unscheduled time allow students to participate in breakfast served from 7:15 to 9:00 a.m. Each student has a scheduled lunch period between 11:00 a.m. and 1:00 p.m. which allows them to participate in either the a-la-carte or class "A" lunch program. The staff feels that this program better meets the needs of students for food services.

Use of Unscheduled Time

A survey of the number of student-teacher conferences held during unscheduled time indicates that for the most part this time is being used effectively. Some teachers have more requests for individual help than others by virtue of the subject matter with which they deal. Obviously, some students require more individual instruction. At present they appear to be realizing more benefits at the remedial level than at the advanced stage where more of the outstanding students should be encouraged into independent projects beyond the scope of the normal high school program.

Use of Media Center and Resource Areas

The atmosphere of the Media Center has changed from the idea of a quiet hide-away to a center of activity. Students seem to feel that it really is their center, taking advantage more and more of the enrichment activities that are provided via motion pictures, filmstrips, and records. On an average 1,168 students use the center daily. The average daily book check out for home is less than previously which is probably related to the fact that many books are now available through the individual resource centers which operate at near capacity throughout the day and better use of student time.

Parent Advisory Committee

The Parent Advisory Committee, which numbers approximately 25, has been most enthusiastic in its endorsement of the modular schedule, expressing the viewpoint that it is a partial answer to student unrest.

SUMMARY AND RECOMMENDATIONS

Summary

Generally, students have favored to a greater degree than teachers the modular scheduling in all three surveys taken over the past two years. Students' attitudes have progressed from a majority favoring modular scheduling to almost total acceptance in the most recent survey.

Teachers, at first reluctant to fully accept modular scheduling, have over the two years increasingly endorsed the conditions of teaching and learning which have been provided by the modular schedule.

Student outcomes in terms of academic achievement indicate no significant gains nor losses during the two-year period compared with other Pinellas County high schools.

The significant gains during this initial development period have been in the affective domain, i.e., gains in students' attitudes toward learning and their school environment and development of individual responsibility for making choices from among alternatives.

While the Research and Development staff and the University of Florida's Computing Center staff were instrumental in initially developing the system for successfully operating a modular schedule, the Northeast High School staff has taken over the function of constructing the master schedule and sectioning students with the mechanical assistance of the computer for the 1971-72 school year.

Recommendations

1. Further staff development on individualized learning processes be included in 1971-72 for the Northeast High School staff.

2. Provisions should be made for a planned calendar of orientation of all aspects of modular scheduling for visitation teams of staff members from all Pinellas County secondary schools. These visits would serve as an initial staff development phase of countywide implementation of modular scheduling.

3. Continued review of course time requirements, approaches to instruction and content needs to be made.

4. Improve procedures for structuring the unscheduled time of those few students who are unable to use this time effectively.

5. Increased pupil contact time with guidance counselors is needed. Unscheduled pupil and counselor time allows a rare opportunity to try innovative counseling.

6. Continued review by the school's staff of total course offerings to ensure that the total program is meeting needs of all students.

7. Continued longitudinal study to ascertain the maintaining of student achievement and personal rewards of this type of educational program.

Northeast: It's A Cool School

APPENDIX

A

Reprinted with permission of the St. Petersburg Times
January 11, 1972
Page 1B

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY St. Petersburg Times - Florida
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

By DUDLEY CLENDINEN
Of The Times Staff

The two south Pinellas high schools that integrated with the greatest degree of calm this year did so for widely different reasons. They are, indeed, greatly different schools.

Northeast is huge, its program complex and its problems — by comparison — few. Gibbs is small, its programs — by comparison — few and its problems enormous.

It requires a good deal to explore the peace at Gibbs. But the explanation of racial calm at Northeast is perhaps far simpler.

It's not for nothing that educators from as far as Norway and as close as Plant City have come to observe the school operate, because within the limitations of the possible Northeast approaches being the ideal high school. And that means before the students ever arrive for the day.

EXCEPT TO say that it is adequate and has an Olympic-sized swimming pool, there is nothing remarkable about the campus or the buildings themselves.

But what goes on inside those buildings is remarkable, and the effect is more like a college atmosphere than a high school's.

Northeast has, to begin with, modular scheduling, which sounds dull but isn't, and which no other school in Pinellas has. It breaks down the school day into a series of 20-minute segments, and instead of a formal procession of time blocks the day becomes a flexible personal thing in which education can fit itself to the student, rather than vice-versa. Students have more responsibility in deciding how they spend their time, whether and when they study, and their free time is their own.

★

The Northeast Story

This is the final article in a three-part series telling how Gibbs and Northeast high school are making their way successfully in the first year of complete integration in Pinellas County. Yet they are two schools completely different in facilities, operation and reputation. Today, The Northeast Story.

"An Exciting Story," an editorial on Page 14-A.

WHEN THEY are free — and everyone's schedule is different — they can study in one of the specialized study labs, or resource centers or they can wander off campus to smoke or just be lazy.

The campus is open. But the resource centers almost always are full. When the once-a-week, common-assembly period was given over to a wrestling match with another school at 25 cents admission not long ago, only 400 students went. And the study labs stayed full.

The personal sense of responsibility that modular scheduling imposes on the students may provoke maturity, but it also creates a certain problem. Begun three years ago, before real integration, modular scheduling was embraced by a student body that always has been considered rather special in the county administration offices. Northeast's white zone draws on a part of the county whose suburbia is largely above average in income and education. Within the school system, Northeast students are considered something of a special breed — a superior breed.

THE COROLLARY problem, of course, is that large numbers of black families don't have the advantage of that income and that education. More to the point, black schools in Pinellas County have never given that degree of personal freedom and responsibility. "So modular scheduling has been a problem for some black students," says Alonzo Colquitt, a black Northeast history teacher and, by all accounts, a very good one. "There's always been somebody standing over them before," he said.

But, he adds, this time speaking of all the students, "the fact that they're not bottled up here on campus frees them of all that tension."

The looseness also lets both students and teachers relax more, get out of their stylized roles. For Terry Crosby, who is bright and happens to be part of the new black minority of 12 per cent, the relaxed communication has created a figurative but beautiful confusion.

"Sometimes," she laughs, "it's hard to distinguish students from teachers because we're really into each other." To use her simile, no one has his

(See NORTHEAST, 10-B)

Northeast

From 1-B

nose in the air at Northeast "because that's what kids and teachers are about out here — they're all on the same nose level," she explained.

WHICH BRINGS us to Lee Benjamin, the principal — the man who sets the nose level.

He has the great reflective face and huge liquid brown eyes of some ancient Hebrew wise man, and if being at Northeast is a lovely piece of cake, Benjamin is the icing on that cake.

In the county school offices they marvel at Benjamin's quiet ability to communicate with his staff and students, and wonder if there isn't some way to "copy his procedures" in the county's other schools.

THE OBVIOUS answer to that question, after talking to Benjamin and his students and deputies and faculty, is no, there isn't really any way to "copy" honesty and sincerity.

The man simply cares about his people, and he levels with them. And he happens to have a natural and impregnable cool about him. Those are the three things everyone remarks on.

"He never seems to get excited about anything," teacher Colquitt says flatly. "The fact that he keeps his cool rubs off."

THE FACT that he works, really works, at the notion of equality and the goal of making people feel at home also tends to wear off. Last spring, before Northeast's new black zone was final but after it was reasonably obvious, Benjamin decided to play host. He decided to have a day-long reception for the 600 black students who would, most likely, attend Northeast this year. To break the ice, so that they wouldn't have to walk into a strange place in the fall.

Benjamin is a persistent man. He badgered buses out of the county administration and permission to get the black students out of the schools they then were attending for the day. He selected guides and welcomers from among his own students, and brought the whole thing off. The blacks toured the campus, ate lunch in the cafeteria, sat in the classes.

No other school did that. About two-thirds of those 600 did end up at Northeast this year, and the early welcome has been counted a big factor in easing the strain.

BENJAMIN also meets with all sorts of biracial advisory and discussion groups, student, faculty and parent. And there are signs that, just as being in school together teaches the students to get along, being involved in those groups does the same thing for the parents.

That's most of what needs saying about Northeast. But despite it all, Student Body President Joe Ruegg is undeniably right when he observes, "We're desegregated, but we're not really integrated. People are still in their little cliques."

The statement applies generally to both schools, though the clusters of black and white seem smaller at Gibbs.

Desegregated. Not really, voluntarily, integrated. But calm.

HOW LONG the peace will last, no one can dare predict. Gibbs, for the third time in less than three years, will be a new school with the influx of another nearly 500 students next semester. For the first time in 40 years, black students will be a minority there, and there's no telling what that loss of identity will mean. And Northeast will get a few more black students.

So the future is uncertain. Everyone knows that tomorrow could be ugly; it has been elsewhere. But today, right now, the two extremes of the county school system are calm. Everything's cool. And that's beautiful.